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ABSTRACT

With use of a carefully planned program of peer evaluation, the teacher can develop students' skills in analysis, evaluation, proofreading, and punctuation. Giving each student a copy of the "Indicator for Rating Performance, Grades 6-12," the teacher explains that the 11 essential parts of any written work are each described and given a specific point value in the evaluation instrument. The teacher then supervises class use of the indicator to grade anonymous samples of student work. After students have demonstrated skill in using the instrument and have had a grammar review, the teacher describes the evaluation process: student assignments will be exchanged and evaluated by classmates using the indicator and score sheet; both assignments and evaluations will be graded. Using this procedure, a teacher can increase the quality of student writing; improve students' grammar, spelling, and punctuation skills; and decrease his or her own correcting time. (The performance indicator, writer's evaluation score sheet, grader's evaluation form, and both a punctuation and an English review are appended.) (MM)

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TEACHING WRITING EASILY AND EFFECTIVELY TO GET RESULTS

Part II

The Evaluation Process

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May 15, 1983

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EVALUATION OBJECTIVES

1. Both the student and the teacher have a scientific approach useful in the composition and the grading of writing. Grades are given on a point system that is clearly defined.

2. Students learn the eleven areas of writing. They know that analytical skill as well as outlining, a rough and final draft are necessary.

3. Students learn how to evaluate their own writing as well as the writing of others. The student receives two grades. One grade is given for the written paper and another grade for the student's ability to evaluate. This provides a practical and necessary use of proof reading skills, spelling, capitalization, grammar and punctuation. These are survival skills.

4. By having students evaluate/grade each other's writing, this will SAVE TEACHER TIME. When you read the paper after a student evaluator, most of the corrections will have been written out.

An effective writing program involves the student in the process of analysis, the procedures of evaluation/grading, and proof reading and grammar skills. The easiest way to help students learn how to use the evaluation system is to give them sample writing to practice grading. You may select three short papers or paragraphs from your class, or you may wish to exchange writing with another school. When you select your sample writing please remember to omit names and to have at least one outstanding, average and poor example. A variety of examples provides the student with an opportunity to use the evaluation point system.

Give each student a copy of "Indicator for Rating Performance, Grades 6-12", (Example No. 1). Explain that there are 11 essential parts to any written work, and each area is given a different number of points to emphasize the writing. For example, the information section is worth 20 points; and appearance is worth only five points. You will also note that each area is divided into categories of a five, three, and one. Since 5 points are the highest, assume that it equals a "A" grade, 3 equals a "C" grade and 1 equals an "F" grade.

In each of the 11 categories there is a point system. Let's see how it gives some areas of writing more emphasis:

1. 10 points for purpose/theme	5 x 2 = 10 points (A) 4 x 2 = 8 points (B) 3 x 2 = 6 points (C) 2 x 2 = 4 points (D) 1 x 2 = 2 points (F)
2. 20 points for information	5 x 4 = 20 points (A) 4 x 4 = 16 points (B) 3 x 4 = 12 points (C) 2 x 4 = 8 points (D) 1 x 4 = 4 points (F)

This clear definition of points provides the teacher and the student with an exact scientific writing program. Many schools in Washington State use a similar evaluation system, but the Whitman County teachers have added section 11—Originality and Creativity.

After a discussion of the "Indicators for Rating Performance" and how it works, hand out your samples of student writing and the "Writer's Evaluation Score Sheet" (Example no. 2). Discuss the sample writing in class and take a poll of how many scored a certain paper with a 5, 3, or 1 for purpose. Take this discussion throughout the 11 categories of writing. This will familiarize students with the methods of writing and grading.

When the student learns how to evaluate another paper and can make written comments and suggestions to the author, this is the key to succesful writing! For example, if a paragraph is weak have the student write out on the paper the changes needed. The evaluation process provides the writer with a concrete point system of 5, 3, or 1 for each of the 11 areas of writing.

Students write the corrections on the writer's paper and thentally the points on the "Writer's Evaluation Score Sheet". When the grader is finished, there is a complete scientific evaluation for each written work.

You may wish to provide two or three sets of sample writing before you give your first written assignment. When students start to write they will have the following skills:

1. Analysis skills
2. Know how to evaluate/grade and use the point system
3. Have had a grammar, capitalization, and punctuation review (See example 3 and 4)
4. Practice evaluating other writers

You will produce effective writing with the following quidelines:

1. All papers are written in ink and double spaced.
2. They hand in an outline, rough and final copy of their paper.
3. Have the student read the paper out loud before handing it in. (Proof reading skills)
4. They will get one point off for each spelling mistake (up to 20 points).
5. Students produce better quality of writing when they know that another classmate will evaluate their writing.

When the assignment is handed in exchange the papers and give each student a red pen, a dictionary, and the "Evaluation Score Sheet". Here are the results we have found:

1. The student has proof read the paper and marked most errors. This will save teacher time.
2. There is a pressure on them to perform when others are going to read their writing and evaluation.
3. They receive 50 points as a grade for their ability to evaluate others. (See example No. 5)
4. They find a need to know their grammar, spelling, capitalization, and punctuation skills.
5. They must show the writer and give him/her an example of any changes.
6. Have them circle all spelling errors and write them on grading sheet.

During the grading/evaluation time keep all student papers in the class. Remind students to be fair and polite with each other, nor do they need to discuss papers with each other. Independent learning and evaluation are necessary. The teacher can change to another color of ink pen when it's their turn to grade the paper. You will note that the student evaluator has written out most of the corrections. THIS WILL SAVE HOURS OF TEACHER TIME.

In the past two years we have had excellent results with this evaluation process.

Indicators for Rating Performance, Grades 6-12

Papers will be scored using the following weighted categories

1. (10) Purpose
2. (20) Information *(10 when used with 11)
3. (15) Organization
4. (10) Language variety and precision
5. (15) Grammar: sentence completeness clarity and variety
6. (5) Usage
7. (5) Capitalization
8. (5) Punctuation
9. (10) Spelling
10. (5) Appearance, legibility
11. (10) Originality, creativity

The highest possible total score is 100, the lowest - 20. Categories are weighted by computer, as indicated above. The reader will score each category from one to five. One is the lowest possible score. Three is the middle score. Five is the highest score.

This guide provides indicators for arriving at scores one, three, and five. Intermediate score represented by two and four on the scale will be determined by the judgement of the reader. What should the reader look for?

1. Writer communicates a purpose

   5 states or implies a clear central idea
   provides a clear focus on the central idea, given limited time for writing
   carries the central idea throughout the paper
   central idea is not too general

   3 has recognizable central idea
   advances central idea most of the time
   generally covers the topic adequately

   1 has no central idea
   has more than one undeveloped central idea
   chooses topic too broad or too narrow to develop
   does not address the topic
   does not make the purpose of the paper clear

2. Writer provides enough relevant information so that the audience can make sense of the topic.

   5 provides enough concrete, specific examples of information
   defines terms the audience will need to know
   uses relevant details and examples ot support and develop the central idea of the paper

   3 supplies some supportive details
   usually chooses details that develop the central idea of the whole paper
   supplies information relevant to the entire paper

   1 lacks enough detail
   uses inaccurate information
   chooses details and examples that are not relevant to the whole paper
   chooses details that are too general
   uses information that can easily be misunderstood

3. Writer organizes material to develop topic

5 paper has introduction, body and conclusion
arranges material in an order clear to audience
arranges material in an order suitable to topic
divides topic effectively into paragraphs
thesis statement is reinforced throughout the paper
makes suitable connections between ideas (transitions)

3 provides a recognizable organization
attempts an understandable sequence
usually divides the topic effectively into paragraphs
generally makes connections between ideas
provides a recognizable beginning and ending

1 provides no recognizable organization
leaves gaps in sequence
uses faulty logic - examples the don't relate
does not use paragraphing successfully
does not connect ideas
provides no sense of beginning and ending

4. Writer uses language variety and precision appropriate to the audience and the topic.

5 uses a combination of general/specific and abstract/concrete
language appropriate to the audience and the topic
chooses words precisely
uses a variety of words to express ideas

3 generally chooses language appropriate to the audience
usually chooses words precisely
attempts to use a variety or words
may use cliches, slang or be wordy
generally stays in the central idea

1 chooses inappropriate language
demonstrates an inadequate vocabulary
repeats words unnecessarily
omits words that affect meaning

5. Writer constructs sentences which are complete, clear and varied.

5 uses grammatical order
writes complete sentences
uses adjectives and adverbs (modifiers)
uses a variety of sentence forms
structures sentences clearly

3 sometimes writes run-on sentences or fragments
usually uses adjectives and adverbs (modifiers) well
sometimes uses a variety of sentence forms
usually structures sentences clearly

1 writes run-on sentences and fragments in ways that hurt the meaning of the paper
misuses adjectives and adverbs (modifiers)
does not vary sentence structure
uses sentence structure that obscures meaning

6. Writer employs conventional usage.

5 uses conventional subject/verb agreement and pronoun/antecedent agreement
uses verb tense consistently in sentences
avoids usage that is unacceptable or obscure

3 usually uses conventional subject/verb agreement and pronoun/antecedent agreement
usually uses verb tense consistently in sentences, paragraphs and the entire paper
avoids most errors in usage

1 makes errors in basic subject/verb agreement and pronoun/antecedent agreement
uses inconsistent verb tenses
makes usage errors that interfere with meaning
consistently fails to observe usage conventions

7. Writer applies basic rules for capitalization

5 capitalizes the first word in a sentence
capitalizes proper nouns

3 usually capitalizes the first word in a sentence
capitalizes most proper nouns

1 misuses or does not use capital letters most of the time

8. Writer applies basic rules for punctuation

5 uses suitable end punctuation
uses commas to make ideas clear
uses apostrophes in contractions and possessives
uses quotation marks to show a speaker's exact words
uses other punctuation marks correctly

3 usually uses suitable end punctuation
usually uses commas to make ideas clear; comma errors do not obscure meaning
usually uses apostrophes in contraction and in possessives
usually uses quotation marks to show a speaker's exact words
usually uses other punctuation marks correctly

1 does not use correct end punctuation consistently
misplaces or does not use commas correctly most of the time
does not use apostrophes t indicate contractions or possessives
does not use quotation marks
misuses punctuation or inserts it where it does not belong

9. Writer spells common words correctly

5 makes no spelling errors

3 makes some spelling errors, usually in writing difficult words; but also may violate some basic spelling rules

1 makes so many spelling errors that the errors interfere with the readability

10. Writer produces a neat and legible final copy

5 arranges the paper neatly on the page
writes clearly and legibly

3 produces a paper that shows an attempt at neatness
uses handwriting that does not interfere with readability

1 produces a paper that is sloppy and difficult to read
writes illegibly
omits words or word parts

11. Originality and Creativity

5 expresses ideas in a unique way
writer's voice is heard
uses personal feeling and/or imagination

3 routine approach, predicatable ideas

1 lacks creativity or imagination in ideas and approach

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EXAMPLE NO. 2

WRITER'S EVALUATION SCORE SHEET

total points

1. (10) PURPOSE

2. (20) INFORMATION

3. (15) ORGAINIZATION

4. (10) LANGUAGE VARIETY AND PRECISION

5. (15) GRAMMAR: Sentence completeness, clarity and variety

6. (5) USAGE

7. (5) CAPITALIZATION

8. (5) PUNCTUATION

9. (10) SPELLING

10. (5) APPEARANCE, LEGIBILITY

11. (10) ORIGINALITY, CREATIVITY

total score_____

Your comments to the writer

PUNCTUATION REVIEW

Uses of the Comma

There are two basic uses of the comma: The double commas set off and the single comma separates.

1. A comma is used to separate the clauses (simple sentence) of a compound sentence when they are joined together with the following conjunction.
   Example: He reached for the candy, and soon it was gone.
2. Person Addressed
   Judy, please put your left foot in the stirrup.
   Have you applied for a part-time job yet, Claire?
3. Addresses and Dates
   In an address of date, set off with commas every item after the first.
   On March 1, 1969, astronaut John H. Glenn Jr. received the greatest ticker-tape reception ever on Broadway, New York City.
   Miles Kimball, Oshkosh, Wisconsin 54902, has that item in the new book. (The state and ZIP code number in an address are <u>one</u> item)
4. Yes, no, well, etc., oh
   Use commas to set off (1) yes, no, or similar responses; (2) an introductory well, why, or now; (3) etc., and (4) oh, unless an exclamation point is needed.
   No, the class party has been postponed.
   Why, there are my car keys.
   Are 10, 20, 30, 40, etc., known as deciles?
5. Quotation
   Use commas to set off he said or a similar expression from a direct quotation unless the quotation is only one word. The comma always precedes the quotation marks.
   Socrates said, "The best sauce for food is hunger."
   Mark waved his test paper and shouted, "A-plus."
6. Letter form
   Use a comma after the complimentary close of a letter and after the salutation of a friendly letter.
   Very truly yours, Dear Hal,
7. Introductory participial phrase (Participles are verbals used as adj.), a verbal is a verb form used like adjectives, nouns and adverbs. Like verbs, they have complements and modifiers. Many participles end in ing, ed, and t. The participles of ring are ringing, rung.
   An immense herd of buffalo, stamping along in single file, would break through the forest from one feeding ground to another.
   Surveying forests and swampy regions, road builders would frequently come upon these old buffalo traces. (Who were surveying?) Builders. As an adjective, surveying modifies builders.
8. Use the comma to set off a long prepositional phrase
   (A preposition shows the relation of a noun or noun equivalent to another word.) Prepositions are glue words such as by, in, at, for, to, as, if
   Toward the prevention or cure of the common cold, researchers have make little progress.
9. Introductory adverb clause
   Use the comma to set off a long introductory adverb clause
   While he was in orbit aboard the spacecraft Friendship, John Glenn took photographs of the earth beneath him.
   (An adverb is a word that modifies a verb, an adjective or an adverb. An adverb commonly answers the question "when" "where" "How" or "How much."

10. Nonessential phrases, clauses

Use commas to set off nonessential (nonrestrictive) modifying phrases and clauses.

An essential modifier defines, points out, or narrows the word it modifies. A nonessential phrase or clause gives additional information about the word modified; it describes the person, place, or thing without identifying it. It is another kind of interrupting expression.

NONESSENTIAL Park rangers in Florida's Everglades, patrolling in search of wildlife poachers, skim across the water is speedy airboats.

Test for use of comma——Does omitting the phrase or clause change the meaning of the remaining words or make nonsense out of them? If the answer is "Yes", the expression is essential, and the commas are not used to set off. COMMAS SET OFF SOMETHING THAT IS NOT NECESSARY TO THE REST OF THE SENTENCE.

ESSENTIAL A turtle found on some mid-oceanic tropical islands may weigh up to two thousand pounds. (If the phrase in the sentence that is underscored is omitted, the remaining words are not wholly true.

NONESSENTIAL The leatherback turtle, found on some mid-oceanic tropical islands, may weigh up to two thousand pounds. (Omitting the phrase that is underscored DOES NOT CHANGE THE SENSE OF THE WORDS THAT REMAIN.)

Another test for use of the comma. Does the phrase or the clause answer the question "Which one?" or "Which ones?" If it answers one of these questions, it is essential. Clauses or phrases that modify proper nouns are almost always nonessential, since the name identifies the person, place, or thing; the adjective clause merely adds information.

ESSENTIAL The Vice-President who became President after the assassination of William McKinley was Theodore Roosevelt.
(The clause that is underscored answers the question "Which Vice-President?"

NONESSENTIAL Theodore Roosevelt, who became President after the assassination of William McKinley, later won the office in his own right.

*****The pronoun THAT us used only in essential clauses. WHO and WHICH may be used in essential and nonessential clauses.

11. Parenthetic expressions

Use commas to set off parenthetic expressions.
These expressions give additional meaning but are only incidental to the main idea of the sentence. Because such a "thrown-in" expression breaks the flow of the sentence, in the speech you ordinarily pause slightly before and after the expression.

> Texas, like California, has at least two thousand wild flowers and flowering trees and shrubs not found in any other state.

After all, at any rate, by the way, for example, for instance, however, I think, I believe, I repeat, in the first place, on the other hand, though, perhaps, to thell the truth, you may be sure, and similar expressions are set off if a speaker would pause before and after them.

PARENTHETIC EXPRESSION Greenland, I believe, was discovered by Eric the Red.
NOT PARENTHETIC I belive Greenland was discovered by Eric the Red.

12. Set off Esq., D.D., U.S.A.F., and the like after a name. Jr. and Sr. may be set off.
John D. Rockefeller, Jr., founded Rockefeller Center.
or John D. Rockefeller Jr. founded Rockefeller Center.

13. Contrasting Expressions
Use commas to set off contrasting expressions introduced by not, but not, though not and similar expressions.
Azizia in Libys, not Death Valley, holds the record for the highest outdoor temperature ever recorded.
Many snakes, though not poisonous, can deliver painful bites.

14. APPOSITIVES
Use commas to set off most appositives, together with their modifiers.
**An appositive is a word or group of words that explains the noun or noun equivalent it follows and names the same person or thing.

The falcon, speedy and graceful, is probably the most glamorous bird of prey. (Adjectives used as appositives)
The vulture, normally a carrion eater, will occasionally prey on living creatures

USE ONE COMMA TO SEPARATE The single comma is used to prevent confusion by keeping words or expressions from running into each other.

15. SERIES
Use the comma to separate words or expressions in a series. When there is a conjunction (and) between the last two items, it is correct to place a comma before the conjuncion or to omit it. It is safer to insert the comma, for in some sentences this comma prevents misreading.

PREFERRED hemlock, spruce, and pine
ALSO CORRECT hemlock, spruce and pine
NOT CLEAR I like cherry, peach, strawberry and rhubarb pie. (3 or 4 pies?)
CLEAR I like cherry, peach, strawberry, and rhubarb pie. (4 pies)

16. When more than one adjective precedes a noun, use a comma for a pause.

Inside the dead, decaying tree trunk was a honeybee hive.

17. NUMBERS
In writing numbers use a comma to separate hundreds, thousands, millions, ——except ZIP CODES.

18. ECHO QUESTION
Ordinarily use a comma between a statement and a brief question depending on it when the subject of both statement and question is the same person or thing.

You're going to the Cotton Carnival, aren't you?
This cake is homemade, isn't it?
BUT—I signed up for the class-night committee. Didn't you?

SALUTATION
Use the colon after the salutation of a business letter.
Dear Mrs. Carter: Gentlemen:

TIME Use the colon between figures for hours and minutes.
The next train for Port Washington leaves at 6:45 p.m.

BIBLE Use the colon between the numbers of a Biblical chapter and verse.
"Let there be light" comes from Genesis 1:3.

QUOTATION MARKS

DIRECT QUOTATION
Use quotation marks to enclose a direct quotation, but not to enclose in indirect quotation. (Quotation marks go in pairs. Do not leave one set out.)

Marie Dressler said, "It's not how old you are but how you are old."
Marie Dressler said that it's not how old you are but how you are old. (Indirect quote—no marks.)

Notice the following sentence
Cowards die many times before their deaths; the valiant never taste of death but once.—Shakespeare
"Cowards die many times before their deaths," said Shakespeare; "the valiant never taste of death but once."

BORROWED LANGUAGE Put quotation marks around any words you borrow.
Washington Irving referred to the dollar as "that great object of universal devotion."
Izaak Walton felt that a fisherman's life is "full of pleasure."

INVERTED DEFINITION
Use quotation marks around a defined word or expression if it comes at the end of a definition after an expression like "is called."

A late-ripening variety of brilliant red apple is called "MacIntosh."
BUT MacIntosh is a late-ripening variety of brilliant red apple.

SLANG
Do NOT use quotation marks around familiar slang terms or familiar sayings. Do NOT use quotation marks around nicknames.

TITLES
Quote the title of a painting or of a literary work that is not a whole book—chapter, article, essay, lecture, song, short poem, short story.

Italics—In typewritten of longhand work underline whatever is to be italicized in print.
Italicize titles of NEWSPAPERS, MAGAZINES, PAMPHLETS, BOOKS, PLAYS, NOTION PICTURES, SYMPHONIES, and OPERAS, SHIPS AND AIRCRAFT. Also Italicize foreign words and expressions which have not been naturalized—example: In France a waiter is called a "garcon."

19. UNDERSTANDING

Use a comma to separate two words or sets of figures that might otherwise be misunderstood.

Did Jim tell you, you have been chosen editor of the Bugle?
Inside, the fire cast a cherry glow about the room.
BUT—Didn't she know that that pearl necklace was an imitation?

SEMICOLON

The semicolon usually has the force of a strong comma or a weak period.

STRONG COMMA Use the semicolon to separate the coordinate parts of a sentence if these parts are divided by commas within themselves.

Zion Naitonal Park, Utah; Grand Canyon National Park, Arizona; and Rocky Mountain National Park, Colorado, are just three of the national parks my family has toured.

WEAK PERIOD

As a rule, use the semicolon between the clauses of a compound sentence IF they are NOT joined by a conjunction.

The universe is change; our life is what our thoughts make it.

When two independent clauses are closely related, a semicolon may precede connecting words like these: moreover, consequently, thus, hence, therefore, besides, also, however, now, nevertheless, still, them, otherwise, likewise, accordingly, finally, so, yet.

*****When is doubt, use a period and a capital letter.

CORRECT Pure gold is soft and wears away easily; hence some other metal us usually mixed with it for hardness.

ALSO CORRECT Pure gold is soft and wears away easily. Hence some...

Before the two connecting words SO and YET, a semicolon or comma is used.

RIGHT The "Mona Lisa" is showing signs of age; yet restorers at the Louvre are afraid of altering the surface.

ALSO RIGHT The "Mona Lisa" is showing signs of age, yet...

Use a semicolon before that is, for example, for instance, in fact, at last, at least, or one of the contrary connecting independent clauses.

Blood is amoung the most important of modern medicines; in fact, more than five million pints are used annually in hospitals in the U.S.

COLON

The colon is a mark of anticipation. It says, "Something follows."

An introduction with THIS, THUS, IN PART, AS FOLLOWS, THE FOLLOWING, or THESE WORDS is formal and should be followed by a colon.

A 21-gun salute is fired for the following: chiefs of state, heads of governments, and members of a royal family.

The topic to be discussed is: what can by done about water pollution?

OR The topic to be discussed is: What can be done about water...

PLACE A PERIOD OR COMMA INSIDE THE QUOTATION MARKS. PLACE A COLON OR SEMICOLON OUTSIDE.

Three of my favorite short stories are Guy de Maupassant's "The Necklace," O.Henry's "The Last Leaf," and Daphne du Maurier's "The Birds."

This is what my brother calls a "snack": a triple-decker sandwich, two glasses of milk, and four doughnuts.

PLACE A QUESTION MARK OR AN EXCLAMATION POINT INSIDE WHEN IT IS PART OF THE QUOTATION---OTHERWISE OUTSIDE.

Angela asked "What inning is it?"
Was it Plato who said, "Knowledge is but to remember"?

SINGLE MARKS
Single quotation marks enclose a quotation within a quotation
***Be sure to use a pair—one before and one after the inner quotation.

Sheila whispered, "They certainly believe Walt Whitman's saying, 'I find no sweeter fat than sticks to my bones.' "

WHEN YOU QUOTE A PARAGRAPH
You indent your paragraph 5 spaces on each margin and single space the quoted material. A footnote is placed directly at the end of the paragraph.

OR When you quote two or more paragraphs, place quotation marks at the beginning of each paragraph and at the end of the entire quotation...THIS IS FOR INFORMAL WRITING.

DASH (A dash is usually not used in formal writing)
SHORT DASH

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ENGLISH REVIEW

CAPITALIZATION
Do not use a capital unless you know why you are using it.

FIRST WORDS Capitalize the first word of (1) a complete sentence, (2) a quoted sentence, (3) the remark of each new speaker, and (4) a line of poetry or verse.

SENTENCE: Most birds migrate about the same time each year.
QUOTED SENTENCE: Edward Verall Lucas said, "a genius is a man who does unique things of which nobody would expect him to be capable."
CONVERSATION: "Where did you put the lawn chaise, Phil?"
"In the garage."
LINES OF VERSE: Life treads on life, and heart on heart;
We press too close in church and mart
To keep a dream or grave apart.-Elizabeth Barrett Browning

Do not capitalize the second part of a one-sentence broken quotation or the first word of a quoted phrase.

BROKEN QUOTATION: "Nature," said Raph Waldo Emerson, "is a mutable cloud, which is always and never the same."
QUOTED PHRASE: Diogenes Laertius called time "the image of eternity."

LETTER In the salutation of a letter capitalize the first word and all nouns; in the closing capitalize only the first word.

Dear Aunt Ethel,	Your old pal,
My dear Mrs. Allen:	Sincerely yours,

I, OH Capitalize the pronoun I (both alone and in contractions: I'd, I've) and the exclamation oh. Do not capitalize <u>oh</u> unless it begins a sentence.

OUTLINE Capitalize the first word of each item in an outline.

PART OF A BOOK OR SERIES Capitalize a word indicating an important division of a book or of series of books.
Book III, Part I, Chapter IV, No. 6. Vol. V

If the division of the book is a minor one, do not use the capital.
scene 2, line 13, page 42, section 4, paragraph 3

COMPOUND WORDS In capitalizing a compound word do not capitalize the second part unless the second part is a noun or a proper adjective.
Eighty-second Street, Thirty-first Inaugural Ball, Forty-ninth State
BUT The After-Dinner Speaker, Teen-Age Tales, "The Quoit-Thrower"
NOTE un-American, pro-British

PERSONIFICATION Capitalize nouns clearly personified.
When Death makes his arrest, we have to go.—John Masefield

PROPER NOUNS Capitalize proper nouns and their abbreviations.
A proper noun names a particular person, place, or thing. A common noun refers to any one of a class of persons, places, or things, and is not capitalized.

1. Capitalize the names of particular persons.

Proper Noun	Common Noun
Sigrid Undest	author

2. Capitalize titles of organizations, institutions, and buildings.
National Geographic Society, Bank of Manhatten, Ford Foundation

3. Captialize geographical names.
Wallops Island, Cape Kennedy, Porcupine River, Gobi Desert

Do not capitalize words like state and city when they are not used as individual names of parts of such names: city of Denver, state of Colorado. In Bay of Fundy, Bay is capitalized because it is part of the name.

4. Capitalize words like North, East, and Southwest when they name particular regions. When these words refer to directions, they are not capitalized.
Part of the country: Marcus Whitman made a famous winter trip back East to beg help for his missions.
Direction: In Portland, Oregon, there is a statue of Sacagawea standing with her arm uplifted, pointing west.

5. Capitalize names of political parties and their members, names of peoples, their languages, and their religions.
Democrat, Republican, Dutch, Moslem, Canadian, Japanese

6. Capitalize names of historical events, periods, and departments.
Stone Age, Battle of Bunker Hill, Wars of the Roses, Ming Dynasty

7. Capitalize names of governmental bodies and departments.
Bureau of the Budget, Indian Claims Commissions

8. Capitalize titles before proper names, titles of high governmental officials used without proper names, and abbreviations of academic degrees.
President Washington, the Vice-President and the Speaker of the House, the Secretary of State

Most titles without names are not capitalized: the general, the senator, the mayor

Mother, Father, Dad, Grandfather, and other words of family relations are preferably capitalized when used instead of a person's name. They are always capitalized when used with a person's name.
PREFERRED For the past few years Mother and Grandmother have been hooking rugs as a hobby.
RIGHT ALSO For the past few years mother and grandmother have been hooking rugs as a hobby.
RIGHT Tim went to Maine on a fishing trip with Uncle Fred and Cousin George.

When a pronoun or a name in possesive case precedes a word of family relationship, no capital is used unless a person's name is used also.
My aunt and uncle have been invited to Mayor Carter's inauguration.
BUT My Uncle Pete can speak Chinese and Russian.

9. Capitalize a descriptive name, title, or nickname used as a proper noun or part of it.
Bird Women, Fulton's Folly, Old Ironside, Blue Grass State

10. Capitalize the names of stars, planets, and satellites except the sun and the moon. Earth may be capitalized.
Neptune, Saturn, Telestar, the sun, the moon, earth or Earth.

11. Capitalize the specific part of the trade name of a product.
Sanka coffee, Proctor ironing board, Ajax cleaner, Snider's chips

12. Capitalize the names of ships, trains, and planes.
Pinta, Morning Zephyr, Heart's Content

13. Capitalize the names of the days of the week, months of the year, holidays, and holy days.
Monday, December, Flag Day, Town Meeting Day, Purim, Ascension Day

14. Capitalize the titles of books, articles, reports, poems, plays, newspapers, and the names of television and radio programs. Capitalize the first and last word and all other words except articles (a, an, the), prepositions, and conjunctions.
BOOK Profiles in Courage
ARTICLE, POEM "How the Indian Got the Horse," "The Old Creek on the Stars"

Except in bibliographies, do not capitalize <u>the</u> as the first word of the name of a newspaper or magazine.
NEWSPAPER the Des moines Register
MAGAZINE the New Yorker, the Writer

15. Capitalize names of the Deity, the Bible, divisions of the Bible, and other sacred writings.
Jehovah, Numbers, the Lord, the Redeemer, the Old Testament

16. Capitalize the names of school subjects that are lanquages or numbered courses.
French, Russian, English, Algebra II, Home Economics I
BUT algebra, geometry, stenography, history

PROPER ADJECTIVES Capitalize proper adjectives. Proper adjectives are derived from proper nouns.

Gregory-Gregorian chant	Denmark-Danish pastry
Asia-Asian flu	Mexico-Mexican pottery

Some words derived from proper nouns are not capitalized.
maverick, volt, watt, ohm, cordovan leather, pasteurized milk

GRADER'S EVALUATION

Complete_____ Did you over look questions?_____

Grammar_____ (cd. s) _____ (complex sent)_____

Spelling_____

Comma_____

Capitalization_____

Were you fair and did you explain your grade?_____